Billing Code: 4710-05

Department of State

[Public Notice]

Bureau of Educational and Cultural Affairs (ECA) Request

for Grant Proposals: FY 2013 Critical Language Scholarships

for Intensive Summer Institutes

Announcement Type: New Cooperative Agreements

Funding Opportunity Number: ECA/A/E-13-01-OY-B

Catalog of Federal Domestic Assistance Number: 19.408

Key Dates:

Application Deadline: May 25, 2012

Executive Summary: The Office of Academic Exchange Programs

of the Bureau of Educational and Cultural Affairs announces

an open competition for two or more assistance awards for

the 2013 Critical Language Scholarships (CLS) for Intensive

Summer Institutes, which provide foreign language

instruction overseas for U.S. undergraduate and graduate

students. Public and private non-profit organizations, or

consortia of such organizations, meeting the provisions

described in Internal Revenue Code section 26 USC

501(c)(3), may submit proposals to cooperate with the

Bureau in the administration and implementation of one or both of the two components available under this competition. Each component requires a separate proposal submission.

It is the Bureau's intent to award two or more cooperative agreements (one base year plus two option years) for an estimated total amount of $30 million. Please see section II Award Information below for additional details.

The program will be divided into two components.

Component A: Participant Recruitment and Selection:

The first component of this competition is for recruitment and selection of all U.S. participants for the CLS Program summer institutes worldwide. While the CLS Program is active in multiple countries, it is important that a single worldwide program identity be maintained. Therefore, applicant organizations applying to administer programs for two or more language groups are required to submit a separate proposal for this component, demonstrating the capacity to conduct a nationwide participant recruitment and selection process for all language institutes. Only one organization will be selected to administer the participant recruitment and selection process.

Component B: Administration and Implementation of Institutes:

The second component is for the administration and implementation of seven- to ten-week summer institutes overseas for participants in countries where Arabic, Azerbaijani, Bangla, Chinese, Hindi, Indonesian, Japanese, Korean, Persian, Punjabi, Russian, Turkish and Urdu are widely spoken.

Pending the availability of funds, it is anticipated that the total amount of funding available for all FY 2013 administrative and program costs to support both program components A and B, including all language groupings, outlined below will be $10,000,000. Applicant organizations applying to administer two or more language groups must submit a separate proposal not exceeding $350,000 for the recruitment and selection of all participants (Component A). Applicant organizations may submit proposals requesting funds not exceeding $9,650,000 to implement the CLS institutes between June and August 2013 (Component B).

Average participant costs per language group under Component B should not exceed $15,000.

Eligible organizations or consortia may submit proposals for the administration and implementation of one or more of the following language groupings:

- Arabic language institutes in the Near East and North Africa region for not less than a total of 190 advanced beginning, intermediate and advanced students.

- Chinese, Indonesian, Japanese, and Korean language institutes in the East Asia and Pacific region for not less than a total of 200 beginning (Korean and Indonesian only), advanced beginning, intermediate and advanced students.

- Azerbaijani, Russian and Turkish language institutes in the Europe region for not less than a total of 75 beginning (Azerbaijani and Turkish only), advanced beginning, intermediate and advanced students.

- Persian and Indic (Bangla, Hindi, Punjabi, and Urdu) language institutes in the South Central Asia region for not less than a total of 135 beginning (Indic languages only), advanced beginning, intermediate and advanced students.

See section on "Country and Language Information" under
"Administration and Implementation of Institutes" for
additional information and a description of language
levels.

These summer institutes should offer U.S. undergraduate and
graduate students structured classroom instruction, as well
as less formal interactive learning opportunities through a
comprehensive exchange experience that primarily emphasizes
language learning. Proposals from applicant organizations
should demonstrate the development of new institutional
language-teaching capacity overseas for these summer
institutes and not propose enrolling participants in
programs already in existence. This program is designed to
also develop additional overseas language study
opportunities for U.S. students.

I.   Funding Opportunity Description:

Authority:
Overall grant making authority for this program is
contained in the Mutual Educational and Cultural Exchange
Act of 1961, Public Law 87-256, as amended, also known as
the Fulbright-Hays Act. The purpose of the Act is "to

enable the Government of the United States to increase

mutual understanding between the people of the United

States and the people of other countries...; to strengthen

the ties which unite us with other nations by demonstrating

the educational and cultural interests, developments, and

achievements of the people of the United States and other

nations...and thus to assist in the development of

friendly, sympathetic and peaceful relations between the

United States and the other countries of the world." The

funding authority for the program above is provided through

legislation.

Purpose:

The Bureau of Educational and Cultural Affairs (ECA) is

supporting the participation of U.S. undergraduate and

graduate students in intensive, substantive foreign

language study to dramatically increase the number of

Americans learning, speaking, and teaching critical foreign

languages.

Foreign language skills are essential to engaging foreign

governments and peoples, especially in critical world

regions, to promote understanding, convey respect for other

cultures, and encourage reform. These skills are also

fundamental to the economic competitiveness and security interests of the nation.

The goals of the CLS Program are:

• To develop a cadre of Americans with advanced linguistic skills and related cultural understanding who are able to advance international dialogue, and compete effectively in the global economy;

• To improve the ability of Americans to engage with the people of other countries in the language of the partner country; and

• To develop additional overseas critical language study capacity for U.S. students.

In order to achieve these goals, the Bureau supports programs for U.S. undergraduate and graduate students to gain and improve language proficiency in Arabic, Azerbaijani, Bangla, Chinese, Hindi, Indonesian, Japanese, Korean, Persian, Punjabi, Russian, Turkish and Urdu. ECA plans to issue a single award for recruitment and selection of all participants and one or more awards for the administration of CLS Program summer institutes. Organizations with expertise in one or more of the

indicated languages may also seek partners in the other languages to submit a single proposal as a consortium.

Consortia submitting proposals must designate a lead institution to receive the award. The lead organization must submit a signed and dated consortium agreement (or letter of intent) with the proposal.

Other notes: The organization must inform the ECA program officer of its progress at each stage of the project's implementation in a timely fashion.

Component A: Participant Recruitment and Selection

An applicant organization applying for two or more language groups must submit a separate proposal to conduct a nationwide competition for participants, which includes recruiting, screening, and selecting U.S. citizen undergraduate and graduate students for the program. Funding requested in a proposal for this element should not exceed $350,000.

Recruitment:

Applicant organizations for Component A should propose a comprehensive outreach plan to publicize and recruit for

the program at U.S. colleges and universities nationwide.

Special attention should be paid to the recruitment of

eligible students from Minority-Serving Institutions and

community colleges. Applicant organizations should propose

ideas to ensure diversity of participation. Information

about the overall CLS Program and specific institutes,

along with all accompanying application materials, should

be posted online on a dedicated CLS website.

The Bureau requests that student applicants use an online

application system. An alternate paper-based application

should also be provided for candidates unable to apply

online. These paper-based applications, however, must be

entered into the online system by recipient organization

program staff. All application materials should be

available in a sortable, searchable, electronically

accessible database format that can be easily shared with

the Bureau upon request.

Selection:

Selected participants should show strong evidence of

ability to succeed in an intensive, demanding language

study program and should represent the diversity of the

United States. Diversity may include, but is not

restricted to, geographic location, ethnicity, socio-economic status, and physical abilities. Selected students should also represent diversity of institutional type and fields of study, a balance between genders, and a balance between undergraduate and graduate students. Preference should be given to candidates with no previous study overseas. Selected students should be 18 years old and have completed at least their first year of undergraduate study by the summer of 2013. Selected students should demonstrate the intention and ability to continue their language study beyond the grant project period and apply their critical language skills later in their professional careers. The students' language skills at the start of the institute should meet the requirements for each language outlined in Component B.

ECA will approve the selection plan for candidates, as well as the selection of both finalists and alternates for the program.

Applicant organizations should propose a selection process that meets the criteria outlined above.

Publicity:

The proposal must describe how the CLS Program will be publicized to media outlets, including print, online, and broadcast, to reach the widest possible audience of qualified students. The applicant organization should also describe the response to and management of a significant volume of queries and applications. The recipient organization will also work closely with ECA to publicize the achievements of the students attending these institutes. The applicant organization should provide information on successful media outreach campaigns it has conducted in the past. Please refer to POGI guidelines for additional guidance.

Other notes: All materials and correspondence related to this program will state that it is a program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. ECA will retain copyright use of and be allowed to distribute materials related to this program as it sees fit.

Component B: Administration and Implementation of Institutes

Through the CLS Program institutes, U.S. undergraduate and graduate students will spend seven to ten weeks on programs abroad in the summer of 2013. The CLS Program should provide intensive language instruction in a classroom setting, and should also provide language-learning opportunities through immersion in the cultural, social, and educational life of the host country. The program should enhance the participants' knowledge of the host country's history, culture, and political system as this knowledge supports language learning. Language study must be the primary focus of the program.

Applicant organizations should submit a proposal for administration of one or more of the language groups. Funding requested in proposals for the administration of all language groups should not exceed $9,650,000. Average participant costs per language group should not exceed $15,000.

Expected Program Results:

- Participants will demonstrate a substantive, measurable increase in language proficiency (verified through testing).

- Participants will demonstrate a deeper understanding of the host country's society, institutions, and culture.

- Alumni will continue their foreign language study, apply their linguistic skills in their chosen career fields, and/or participate in other exchanges where the language they have studied is spoken.

- Host country capacity for language study by U.S. students will be increased through teacher training and other means.

Capacity of Administering Organization:
U.S. applicant organizations or consortia must have the necessary capacity in the host country or countries to implement the program either through their own offices or partner institutions. Organizations may demonstrate their direct expertise, or they may partner with other organizations to best respond to the requirements outlined in this RFGP. Organizations that opt to work with sub-award arrangements should clearly outline all duties and

responsibilities of the partner organization, preferably in
the form of sub-award agreements and accompanying budgets.

Organizations or consortia applying for this award must
demonstrate their capacity for conducting projects of this
nature, focusing on three areas of competency: (1)
provision of foreign language instruction programs and
provision of educational and cultural activities as
outlined in this document; (2) language level-appropriate
programming for the target audience; and (3) experience in
conducting programs in the proposed host country or
countries. Applicant organizations must present a proposal
that clearly indicates the building of new and increased
institutional language study capacity overseas for these
summer institutes.

Planning Meeting:
The recipient organization(s) will be responsible for
convening a planning meeting for its institute directors
and relevant ECA staff. This planning meeting should occur
in Washington, DC in early 2013 and be planned in close
consultation with ECA and any other recipient
organizations.

The planning meeting is intended to develop common elements and consistency of standards across all CLS Program institutes. Among the agenda items will be presentations by each recipient organization of their preliminary plans for the proposed institute(s), especially contact hours of language instruction. Planned cultural activities that include language-learning components should also be presented. Issues related to student placement, testing, and evaluation should also be discussed. The recipient organization for Component A will also present on the recruitment and selection of all participants.

Institute Information:

Each seven- to ten-week overseas summer institute for U.S. undergraduate and graduate students should focus on language study and should include four to six hours per day of formal and informal language training. Formal classroom language instruction should be no less than a total of 20 hours per week. The recipient organization(s) should provide multiple levels (beginning to advanced) of language instruction. While teaching conversational vocabulary will be necessary to help students function in their immersion setting, classes should also provide formal instruction in grammar, vocabulary, and pronunciation, as well as covering

speaking, listening, reading, and writing, including non-Roman alphabets.

The institutes should also include a secondary cultural immersion component designed to reinforce language learning through planned activities designed to teach participants about community life and the culture and history of the host country. The program activities should enhance the participants' understanding of contemporary society, culture, media, political institutions, ethnic diversity, history, and environment of the host country. All these activities should incorporate a language-learning component.

The institutes should strive to foster community-engaged language learners. While health and safety concerns must be considered, applicant organizations should propose innovative ideas for participants to be engaged in the host community to the extent possible while using the targeted language.

Staff from the recipient organization(s) should be physically present and available to support the participants throughout the institute.

Country and Language Information:

The Bureau reserves the right to make changes in eligible countries, languages, or numbers of proposed participants by language, based on safety and security or other concerns. The final slate of all institute locations is subject to approval by ECA.

Near East and North Africa Region

For Arabic language institutes:

Applicant organizations should describe plans for not less than a total of 190 participants in the Arabic language institutes. Arabic language instruction should be available for three levels of students: advanced beginning, intermediate, and advanced. At least 120 of the participants should receive instruction at the intermediate/advanced levels while the rest should receive advanced beginning level instruction.

Participants at the advanced-beginning level will have already studied the language formally for at least one year by the start of the CLS institute. Participants at the intermediate/advanced levels will have already studied the

language formally for at least two years. The proposed
institutes should make explicit accommodation for learners
of varying skill levels.

The recipient organization should devise an assessment plan
for selected students in order to ensure that the
appropriate levels of instruction are received.

Classroom instruction should emphasize Modern Standard
Arabic with class time devoted also to colloquial Arabic,
as appropriate. Students should also gain knowledge of
colloquial Arabic through informal study and through
interaction with their host community.

Applicant organizations should plan to place students in a
country or countries in North Africa, the Middle East, or
the Gulf region, with the exception of Algeria, Iraq,
Israel, Libya, Lebanon, Saudi Arabia, Syria, and Yemen.
Applicant organizations should not plan to place students
in the West Bank or Gaza. Each institute should host no
more than 30 students.

East Asia and Pacific Region

For Chinese language institutes:

Applicant organizations should describe plans for not less than a total of 120 participants in the Chinese language institutes. Chinese language instruction should be available for two levels of students: intermediate and advanced.

Participants at the intermediate/advanced levels will have already studied the language formally for at least two years by the start of CLS institute. The proposed institutes should make explicit accommodation for learners of varying skill levels.

The recipient organization should devise an assessment plan for selected students in order to ensure that the appropriate levels of instruction are received.

Chinese instruction should be in Mandarin only. Teaching materials used in the program should be available in both simplified and traditional character versions. The Hanyu pinyin romanization system should be used.

Applicant organizations should plan to place students in the People's Republic of China (mainland China) for study. Each institute should host no more than 30 students.

For Indonesian language institutes:

Applicant organizations should describe plans for not less than a total of 30 participants in the Indonesian language institutes. Indonesian language instruction should be available for four levels of students: beginning, advanced beginning, intermediate, and advanced. At least twelve of the participants should receive instruction at the intermediate/advanced level while the rest should receive instruction at the beginning or advanced beginning levels.

No prior study of the language is required for participants at the beginning level. Participants at the advanced-beginning level will have already studied the language formally for at least one year by the start of the CLS institute. Participants at the intermediate/advanced levels will have already studied the language formally for at least two years. The proposed institute should make explicit accommodation for learners of varying skill levels.

The recipient organization should devise an assessment plan for selected students in order to ensure that the appropriate levels of instruction are received.

Applicant organizations should plan to place students in Indonesia.

For Japanese language institutes:

Applicant organizations should describe plans for not less than a total of 25 participants in the Japanese language institutes. Japanese language instruction should be available for two levels of students: intermediate and advanced.

Participants at the intermediate/advanced levels will have already studied the language formally for at least two years by the start of the CLS institute. The proposed institute should make explicit accommodation for learners of varying skill levels.

The recipient organization should devise an assessment plan for selected students in order to ensure that the appropriate levels of instruction are received.

Applicant organizations should plan to place students in Japan. The location of the institute(s) should be in a city other than Tokyo in order to maximize language-learning immersion opportunities.

For Korean language institutes:
Applicant organizations should describe plans for not less than a total of 25 participants in the Korean language institutes. Korean language instruction should be available for four levels of students: beginning, advanced beginning, intermediate, and advanced. At least twelve of the participants should receive instruction at the intermediate/advanced level while the rest should receive instruction at the beginning or advanced beginning levels.

No prior study of the language is required for participants at the beginning level. Participants at the advanced-beginning level will have already studied the language formally for at least one year by the start of the CLS institute. Participants at the intermediate/advanced levels will have already studied the language formally for at least two years by the start of the summer program. The proposed institutes should make explicit accommodation for learners of varying skill levels.

The recipient organization should devise an assessment plan for selected students in order to ensure that the appropriate levels of instruction are received.

The Hangeul alphabet system should be used. Students should also be introduced to NAKL.

Applicant organizations should plan to place students in South Korea. Location of the institutes should be in a city other than Seoul in order to maximize language-learning immersion opportunities.

Europe Region

For Azerbaijani language institute:
Applicant organizations should describe plans for not less than a total of five participants in the Azerbaijani language institute. Azerbaijani language instruction should be available for four levels of students: beginning, advanced beginning, intermediate, and advanced.

No prior study of the language is required for participants at the beginning level. Participants at the advanced-beginning level will have already studied the language

formally for at least one year by the start of the CLS institute. Participants at the intermediate/advanced levels will have already studied the language formally for at least two years by the start of the summer program. Students who have studied Turkish formally for at least two years by the start of the summer program may also be considered. The proposed institutes should make explicit accommodation for learners of varying skill levels.

The recipient organization should devise an assessment plan for selected students in order to ensure that the appropriate levels of instruction are received, with a potential bridge course for Turkish speakers who wish to learn Azerbaijani.

Applicant organizations should plan to place students in Azerbaijan.

For Russian language institutes:
Applicant organizations should describe plans for not less than a total of 30 participants in the Russian language institutes. Russian language instruction should be available for two levels of students: intermediate and advanced.

Participants at the intermediate/advanced levels will have
already studied the language formally for at least two
years by the start of the summer program. The proposed
institutes should make explicit accommodation for learners
of varying skill levels.

The recipient organization should devise an assessment plan
for selected students in order to ensure that the
appropriate levels of instruction are received.

Applicant organizations should plan to place students in
Russia. Location of the institutes should be in a city
other than Moscow or St. Petersburg in order to maximize
language-learning immersion opportunities.

For Turkish language institutes:
Applicant organizations should describe plans for not less
than a total of 40 participants in the Turkish language
institutes. Turkish language instruction should be
available for four levels of students: beginning, advanced
beginning, intermediate, and advanced. At least 20 of the
participants should receive instruction at the
intermediate/advanced level while the rest should receive
instruction at the beginning or advanced beginning levels.

No prior study of the language is required for participants at the beginning level. Participants at the advanced-beginning level will have already studied the language formally for at least one year by the start of the CLS institute. Participants at the intermediate/advanced levels will have already studied the language formally for at least two years by the start of the summer program. The proposed institutes should make explicit accommodation for learners of varying skill levels.

The recipient organization should devise an assessment plan for selected students in order to ensure that the appropriate levels of instruction are received.

Applicant organizations should plan to place students in Turkey. Location of the institutes should be in a city other than Istanbul in order to maximize language-learning immersion opportunities. Each institute should host no more than 20 students.

South Central Asia Region

For Indic language institutes:

Applicant organizations should describe plans for not less than a total of 95 participants in the Indic language institutes. Instruction should be available for each of these Indic languages: Bangla, Hindi, Punjabi, and Urdu. For these language institutes, not less than 13 students should learn Bangla, not less than 34 Hindi, not less than 13 Punjabi, and not less than 35 Urdu. All Indic language instruction should be available for four levels of students: beginning, advanced beginning, intermediate, and advanced. Overall, at least 50 of the participants should receive instruction at the intermediate/advanced level while the rest should receive instruction at the beginning or advanced beginning levels.

No prior study of the language is required for participants at the beginning level. Participants at the advanced-beginning level will have already studied the language formally for at least one year by the start of the CLS institute. Participants at the intermediate/advanced levels will have already studied the language formally for at least two years by the start of the summer program. The

proposed institutes should make explicit accommodation for learners of varying skill levels.

The recipient organization should devise an assessment plan for selected students in order to ensure that the appropriate levels of instruction are received.

Applicant organizations should plan to place students in Bangladesh (Bangla) and India (Hindi, Punjabi, and Urdu).

For Persian language institutes:
Applicant organizations should describe plans for not less than a total of 40 participants in the Persian language institute(s). Persian language instruction should be available for three levels of students: advanced beginning, intermediate, and advanced. At least 20 of the participants should receive instruction at the intermediate/advanced levels while the rest should receive advanced beginning level instruction.

Participants at the advanced-beginning level will have already studied the language formally for at least one year by the start of the CLS institute. Participants at the intermediate/advanced levels will have already studied the

language formally for at least two years by the start of the summer program. The proposed institutes should make explicit accommodation for learners of varying skill levels.

The recipient organization should devise an assessment plan for selected students in order to ensure that the appropriate levels of instruction are received.

Although the Persian institute will not be located in Iran, classroom instruction should emphasize Farsi, with class time devoted also to the local Persian dialect, as appropriate. Students should also gain knowledge of the local Persian dialect through informal study and through interaction with their host community.

Applicant organizations should plan to place students in a site outside of Iran for the study of Persian. The location must be a country in which Persian is predominantly spoken.

Orientations:
Recipient organization(s) will organize substantive, in-person, pre-departure orientations for all participants,

which will focus on program policies and information, as well as health and safety. The orientations must take place in Washington, DC. Comprehensive information packets should be provided, preferably online, well in advance of the orientation to all participants. A sample of the contents of these packets should be provided under Tab E.

Recipient organization(s) must also organize substantive orientation for participants on arrival in the host country. The recipient organization(s) should work in consultation with ECA and the U.S. Embassy in the host country to arrange an in-country security briefing to be conducted by the Embassy's Regional Security Officer.

At the end of each language program, the recipient organization(s) will organize an in-country closing workshop for the students prior to departure from their host country, which will focus on summarizing the experience, completing an evaluation, language testing, developing plans for activities at home, and preparing for re-entry.

Project Activities:

Describe in detail the major components of the program, including project planning; the host venues; orientations (U.S. and overseas); assessment and testing; language instruction; educational enrichment activities; cultural activities; participant monitoring; and logistics. The applicant organization may also propose a plan to provide academic credit to participants on successful completion of the CLS Program.

Assessment and Testing:

Standardized pre- and post-institute testing should be done to determine participants' language proficiency and progress.

Pre- and post-testing should measure the student's advancement in language learning. The proposed testing mechanism must be complementary to the InterAgency Language Roundtable (ILR) scale. ECA will work with the recipient organization(s) to develop and implement an instrument to measure students' increased language proficiency due to participation in this program. The data should be analyzed and reported by the recipient organization(s) to ECA for the program, disaggregated by institute.

Alumni Tracking and Follow-On Activities:

Alumni activities are an important part of ECA's academic exchange programs. Alumni programming in the form of newsletters and webinars provides critical program follow-on and maximizes and extends the benefit of the participants' program. Please refer to the Proposal Submission Instructions (PSI) for additional guidance on alumni outreach and follow-on engagement.

ECA maintains the State Alumni website for all of its exchange program participants. The recipient organization(s) will be responsible for maintaining a CLS presence on the State Alumni website and/or another designated State Department website.

Applicant organizations are strongly urged to outline how they will creatively organize and financially support alumni activities at a minimal cost to ECA.

ECA/A/E Involvement:

In a Cooperative Agreement, ECA/A/E is substantially involved in program activities above and beyond routine award monitoring. The ECA/A/E program office's activities and responsibilities for this program are as follows:

Component A: Participant Recruitment and Selection

1) Review all print and online materials regarding the
institutes before publication and dissemination.

2) Review and approve the recruitment strategy.

3) Work with the recipient organization(s) to publicize the
program through various media outlets.

4) Review and approve the forms used in the CLS application.

5) Observe, but not participate in, selection committee
panels.

6) Confirm final selection of principal and alternate
candidates.

7) Perform an annual performance evaluation/review.
   Satisfactory performance is a condition of continued
   administration of the program and execution of all option
   years.

Component B: Administration and Implementation of
Institutes

1) Review all print and online materials regarding the
   institutes before publication and dissemination. This
   review also includes individual institute's instructional
   materials, cultural activities and teacher-training
   plans, which must be provided to ECA at least two months
   in advance of the start of the institute.

2) Review and approve participant award documentation,
including Terms and Conditions.

3) Work with recipient organization(s) to plan and implement
participant pre-departure orientations.

4) Work with recipient organization(s) to offer standardized
pre- and post-institute testing of participants' language
proficiency and progress.

5) Review project activity schedules for all institutes.

6) Monitor the progress of the recipient organization(s) at
each stage of the project's implementation through timely
updates.

7) Provide Bureau-approved evaluation surveys for completion
by participants before and following completion of
program.

8) Provide substantive input on alumni activities and
follow-up events.

9) Perform an annual performance evaluation/review.
Satisfactory performance is a condition of continued
administration of the program and execution of all option
years.

Funding:

Award funding for Component A involving recruitment and
selection will cover costs associated with this component,

not exceeding $350,000 for the base year. Award funding

for Component B involving administration and implementation

of the institutes will support costs including testing,

orientation, travel, tuition and maintenance costs,

educational enhancements, cultural and social activities,

health benefits coverage, alumni activities, and

administrative costs. This element should not exceed

$9,650,000 in total for the base year. Average participant

costs per language group should not exceed $15,000.

Though not directly applicable to this program, programs

must comply with J-1 visa regulations. Please refer to the

POGI and the PSI for further information.

II. Award Information:

Type of Award: Cooperative Agreement. ECA's level of

involvement in this program is listed under number I above.

Fiscal Year Funds: 2013- base year; 2014 – option year-one;

2015 – option year- two, pending successful performance and

availability of funds.

Approximate Total Funding: $30,000,000

This figure represents base year plus two option years,

pending successful performance and availability of funds.

Approximate Number of Awards: 2 or more

Ceiling of Award Range: $28,950,000

Floor of Award Range: $1,050,000

Anticipated Award Date: Pending availability of funds, the proposed start date is October 1, 2012.

Anticipated Project Completion Date: March 31, 2017

This date reflects the anticipated duration of the award – one base year plus two option years.

Additional Information: A Cooperative Agreement(s) will be awarded for a period of 18 months (base year) with options for two additional 18 month periods (option years one and two). ECA will notify the recipient of our intention to exercise or not to exercise an option year at least 90 days in advance of expiration of the current year after an internal evaluation of the recipient's performance. The decision to exercise option years will depend both on the satisfactory performance of the recipient and the availability of funds.

III.) Eligibility Information:

III.1. Eligible applicants:

Applications may be submitted by public and private non-profit organizations meeting the provisions described in Internal Revenue Code section 26 USC 501(c)(3).

III.2. Cost Sharing or Matching Funds:

There is no minimum or maximum percentage required for this competition. However, the Bureau encourages applicants to provide maximum levels of cost sharing and funding in support of its programs.

When cost sharing is offered, it is understood and agreed that the applicant must provide the amount of cost sharing as stipulated in its proposal and later included in an approved award agreement. Cost sharing may be in the form of allowable direct or indirect costs. For accountability, you must maintain written records to support all costs that are claimed as your contribution, as well as costs to be paid by the Federal government. Such records are subject to audit. The basis for determining the value of cash and in-kind contributions must be in accordance with OMB Circular A-110, (Revised), Subpart C.23 - Cost Sharing and

Matching. In the event you do not provide the minimum
amount of cost sharing as stipulated in the approved
budget, ECA's contribution will be reduced in like
proportion.

III.3. Other Eligibility Requirements:

Bureau grant guidelines require that organizations with
less than four years experience in conducting international
exchanges be limited to $130,000 in Bureau funding. ECA
anticipates awarding two or more cooperative agreement
awards in an amount over $130,000 to support program and
administrative costs required to implement this exchange
program. Therefore, organizations with less than four
years experience in conducting international exchanges are
ineligible to apply under this competition. The Bureau
encourages applicants to provide maximum levels of cost
sharing and funding in support of its programs.

IV.) Application and Submission Information:

Note: Please read the complete announcement before sending
inquiries or submitting proposals. Once the RFGP deadline
has passed, Bureau staff may not discuss this competition

with applicants until the proposal review process has been completed.

IV.1 Contact Information to Request an Application Package: Please contact the Office of Academic Exchange Programs (ECA/A/E), Room 4-E06, U.S. Department of State, SA-5, 2200 C Street, NW, Washington, D.C. 20522-0504, Telephone (202) 632-3240, Fax (202) 632-6490, E-mail: ManleyHL@state.gov to request a Solicitation Package. Please refer to the Funding Opportunity Number (ECA/A/E-13-01-OY-B) located at the top of this announcement when making your request.

Alternatively, an electronic application package may be obtained from Grants.gov. Please see section IV.3f for further information.

The Solicitation Package contains the PSI, which consists of required application forms and standard guidelines for proposal preparation.

It also contains the POGI, which provides specific information, award criteria, and budget instructions tailored to this competition.

Please specify Bureau Special Projects Officer Heidi Manley and refer to the Funding Opportunity Number located at the top of this announcement on all other inquiries and correspondence.

IV.2. To Download a Solicitation Package Via Internet:
The entire Solicitation Package may be downloaded from the Bureau's website at http://exchanges.state.gov/grants/open2.html, or from the Grants.gov website at http://www.grants.gov.

Please read all information before downloading.

IV.3. Content and Form of Submission:
Applicants must follow all instructions in the Solicitation Package. The application should be submitted per the instructions under IV.3f. "Application Deadline and Methods of Submission" section below.

IV.3a. You are required to have a Dun and Bradstreet Data Universal Numbering System (DUNS) number to apply for a grant or cooperative agreement from the U.S. Government. This number is a nine-digit identification number, which uniquely identifies business entities. Obtaining a DUNS

number is easy and there is no charge. To obtain a DUNS

number, access http://www.dunandbradstreet.com or call 1-

866-705-5711. Please ensure that your DUNS number is

included in the appropriate box of the SF-424 form that is

part of the formal application package.

IV.3b. All proposals must contain an executive summary,

proposal narrative and budget. Applicant organizations

bidding on two or more language groups should submit one

proposal for administration and implementation of the

language institutes and a separate proposal for recruitment

and selection of all participants. Each proposal should

contain an executive summary, proposal narrative and

budget.

Please refer to the Solicitation Package. It contains the

mandatory PSI and the POGI for additional formatting and

technical requirements.

IV.3c. All federal award recipients must maintain current

registrations in the Central Contractor Registration (CCR)

database. Recipients must maintain accurate and up-to-date

information in the CCR until all program and financial

activity and reporting have been completed. Recipients

must review and update the information at least annually

after the initial registration and more frequently if

required information changes or another award is granted.

Failure to register in the CCR will render applicants

ineligible to receive funding.

You must have nonprofit status with the IRS at the time of

application. **Please note**: Effective January 7, 2009, all

applicants for ECA federal assistance awards must include

in their application the names of directors and/or senior

executives (current officers, trustees, and key employees,

regardless of amount of compensation). In fulfilling this

requirement, applicants must submit information in one of

the following ways:

1) Those who file Internal Revenue Service Form 990, "Return

of Organization Exempt From Income Tax," must include a

copy of relevant portions of this form.

2) Those who do not file IRS Form 990 must submit

information above in the format of their choice.

In addition to quarterly and final program reporting

requirements, award recipients will also be required to

submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one- page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

If your organization is a private nonprofit which has not received a grant or cooperative agreement from ECA in the past three years, or if your organization received nonprofit status from the IRS within the past four years, you must submit the necessary documentation to verify nonprofit status as directed in the PSI. Failure to do so will cause your proposal to be declared technically ineligible.

IV.3d. Please take into consideration the following information when preparing your proposal narrative:

IV.3d.1   ADHERENCE TO ALL REGULATIONS GOVERNING THE J VISA

Although not applicable to this competition, the Bureau of Educational and Cultural Affairs places critically important emphases on the security and proper administration of the Exchange Visitor (J visa) Programs and adherence by award recipients and sponsors to all regulations governing the J visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of the Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at http://exchanges.state.gov or from:

Office of Designation, Private Sector Programs Division
U.S. Department of State
ECA/EC/D/PS, SA-5, 5th Floor

2200 C Street, NW

Washington, DC 20037

Please refer to Solicitation Package for further

information.

IV.3d.2 **Diversity, Freedom and Democracy Guidelines**

Pursuant to the Bureau's authorizing legislation, programs

must maintain a non-political character and should be

balanced and representative of the diversity of American

political, social, and cultural life. "Diversity" should

be interpreted in the broadest sense and encompass

differences including, but not limited to ethnicity, race,

gender, religion, geographic location, socio-economic

status, and disabilities. Applicants are strongly

encouraged to adhere to the advancement of this principle

both in program administration and in program content.

Please refer to the review criteria under the 'Support for

Diversity' section for specific suggestions on

incorporating diversity into your proposal. Public Law

104-319 provides that "in carrying out programs of

educational and cultural exchange in countries whose people

do not fully enjoy freedom and democracy," the Bureau

"shall take appropriate steps to provide opportunities for

participation in such programs to human rights and
democracy leaders of such countries." Public Law 106 - 113
requires that the governments of the countries described
above do not have inappropriate influence in the selection
process. Proposals should reflect advancement of these
goals in their program contents, to the full extent deemed
feasible.

IV.3d.3. Program Monitoring and Evaluation:
Proposals must include a plan to monitor and evaluate the
project's success, both as the activities unfold and at the
end of the program. The Bureau recommends that your
proposal include a draft survey questionnaire or other
technique plus a description of a methodology to use to
link outcomes to original project objectives. Each
applicant organization must plan to use three surveys
through the Bureau's E-GOALS system, in addition to any
surveys of its own. The Bureau expects that the recipient
organization will track participants or partners and be
able to respond to key evaluation questions, including
satisfaction with the program, learning as a result of the
program, changes in behavior as a result of the program,
and effects of the program on institutions (institutions in
which participants work or partner institutions). The

evaluation plan should include indicators that measure
gains in mutual understanding as well as substantive
knowledge.

Successful monitoring and evaluation depend heavily on
setting clear goals and outcomes at the outset of a
program. Your evaluation plan should include a description
of your project's objectives, your anticipated project
outcomes, and how and when you intend to measure these
outcomes (performance indicators). The more that outcomes
are "smart" (specific, measurable, attainable, results-
oriented, and placed in a reasonable time frame), the
easier it will be to conduct the evaluation. You should
also show how your project objectives link to the goals of
the program described in this RFGP.

Your monitoring and evaluation plan should clearly
distinguish between program outputs and outcomes. Outputs
are products and services delivered, often stated as an
amount. Output information is important to show the scope
or size of project activities, but it cannot substitute for
information about progress towards outcomes or the results
achieved. Examples of outputs include the number of people
trained or the number of seminars conducted. Outcomes, in

contrast, represent specific results a project is intended to achieve and is usually measured as an extent of change. Findings on outputs and outcomes should both be reported, but the focus should be on outcomes.

We encourage you to assess the following four levels of outcomes, as they relate to the program goals set out in the RFGP (listed here in increasing order of importance):

1)   Participant satisfaction with the program and exchange experience.

2)   Participant learning, such as increased knowledge, aptitude, skills, and changed understanding and attitude. Learning includes both substantive (subject-specific) learning and mutual understanding.

3)   Participant behavior, concrete actions to apply knowledge in work or community; greater participation and responsibility in civic organizations; interpretation and explanation of experiences and new knowledge gained; continued contacts between participants, community members, and others.

4)   Institutional changes, such as increased collaboration and partnerships, policy reforms, new programming, and organizational improvements.

Please note: Consideration should be given to the appropriate timing of data collection for each level of outcome. For example, satisfaction is usually captured as a short-term outcome, whereas behavior and institutional changes are normally considered longer-term outcomes.

Overall, the quality of your monitoring and evaluation plan will be judged on how well it 1) specifies intended outcomes; 2) gives clear descriptions of how each outcome will be measured; 3) identifies when particular outcomes will be measured; and 4) provides a clear description of the data collection strategies for each outcome (i.e., surveys, interviews, or focus groups). (Please note that evaluation plans that deal only with the first level of outcomes [satisfaction] will be deemed less competitive under the present evaluation criteria.)

Recipient organizations will be required to provide reports analyzing their evaluation findings to the Bureau in their regular program reports. All data collected, including survey responses and contact information, must be maintained for a minimum of three years and provided to the Bureau upon request.

Additional guidance on using the Bureau's E-GOALS system
for evaluation is located in the POGI document.

IV.3d.4. Describe in your proposal your plans for: overall
program management, staffing, coordination with ECA and
with overseas institutes enrolling clusters of students,
testing, orientation, and cultural enrichment opportunities
for students. If bidding on two or more language groups,
also indicate your plans for recruitment and selection.
Please provide a staffing plan that outlines the
responsibilities of each staff person and explains which
staff members will be accountable for each program
responsibility.

IV.3e. Please take the following information into
consideration when preparing your budget:

IV.3e.1. Applicants must submit SF-424A – "Budget
Information – Non-Construction Programs" along with a
comprehensive budget for the entire program. Applicants
must submit a comprehensive budget for the entire program.
Budget requests for administration of both Component A and
B may not exceed $10,000,000 for the base year. There must
be a summary budget as well as breakdowns reflecting both

administrative and program budgets. Applicants should provide separate sub-budgets for each program component, phase, location, or activity to provide clarification. Applicants should also provide copies of any sub-award agreements that would be implemented under terms of this award.

For competitions that will be renewed through the option year, <u>applicants</u> must submit:

- the SF-424A which must include the budget request amount for the base-year of the program;
- a detailed proposal narrative and budget for the base year of funding (Please refer to the PSI for general budget guidance.) The narrative should also include a brief commitment to implement the program for the base year, plus two additional option years, pending successful program performance and availability of funds; and
- an abbreviated/estimated summary budget presenting the total projected administrative and program costs for the anticipated total duration of programming (base year, plus two option years).

To exercise the option year mechanism the recipient will be
required to submit:

1. timely quarterly performance and financial reports;

2. a request in writing to ECA at least 90 days in
   advance of the expiration of the current program
   year. This request should be incorporated/
   highlighted in the third quarterly program report;

3. a summary budget that projects program expenses
   through the end of the current year;

4. a detailed budget outlining both administrative and
   program expenses for the requested option year; and

5. a brief narrative to support the continuation of
   the award.

The ECA Grants Officer and Program Officer will:

1.) closely monitor the recipient's performance through
    site visits, desk audits, mandatory quarterly performance
    and financial reports, consultations, and other forms of
    communication and dialogue before exercising additional
    option years. (Additional details regarding monitoring
    and oversight of the program by ECA representatives will
    be provided at the time the base-year award is made.)

2.) review and evaluate all mandatory quarterly program and
    financial reports;

- All program and financial reporting requirements must be current and up-to-date before the Bureau will exercise additional option years.

- Any/all concerns, issues, or modifications requested by the Grants Officer or Program Officer to the original program design or method of implementation must be responded to in writing.

- The ECA Grants Officer and Program Officer will review and advise of ECA's approval or disapproval of the response before issuing subsequent option years.

IV.3e.2. Allowable costs for the program and additional budget guidance are outlined in detail in the POGI document.

Please refer to the POGI and the PSI documents in the Solicitation Package for complete budget guidelines and formatting instructions.

IV.3F. APPLICATION DEADLINE AND METHODS OF SUBMISSION:

Application Deadline Date: May 25, 2012

Reference Number: ECA/A/E-13-01-OY-B

Methods of Submission

Applications may only be submitted electronically through

Grants.gov (http://www.grants.gov). Complete solicitation
packages are available at Grants.gov in the "Find" portion
of the system.

PLEASE NOTE: ECA bears no responsibility for applicant
timeliness of submission or data errors resulting from
transmission or conversion processes for proposals
submitted via Grants.gov

Please follow the instructions available in the 'Get
Started' portion of the site
(http://www.grants.gov/GetStarted).

Several of the steps in the Grants.gov registration process
could take several weeks. Therefore, applicants should
check with appropriate staff within their organizations
immediately after reviewing this RFGP to confirm or
determine their registration status with Grants.gov.

Once registered, the amount of time it can take to upload
an application will vary depending on a variety of factors
including the size of the application and the speed of your
internet connection. In addition, validation of an

electronic submission via Grants.gov can take up to two business days.

Therefore, we strongly recommend that you not wait until the application deadline to begin the submission process through Grants.gov.

The Grants.gov website includes extensive information on all phases/aspects of the Grants.gov process, including an extensive section on frequently asked questions, located under the "For Applicants" section of the website. ECA strongly recommends that all potential applicants review thoroughly the Grants.gov website, well in advance of submitting a proposal through the Grants.gov system.

Direct all questions regarding Grants.gov registration and submission to:

Grants.gov Customer Support

Contact Center Phone: 800-518-4726

Business Hours: Monday – Friday, 7AM – 9PM Eastern Time

Email: support@grants.gov

Applicants have until midnight (12:00 a.m.), Washington, DC time of the closing date to ensure that their entire application has been uploaded to the Grants.gov site. There are no exceptions to the above deadline. Applications uploaded to the site after midnight of the application deadline date will be automatically rejected by the Grants.gov system, and will be technically ineligible.

Please refer to the Grants.gov website, for definitions of various "application statuses" and the difference between a submission receipt and a submission validation. Applicants will receive a validation e-mail from Grants.gov upon the successful submission of an application. Again, validation of an electronic submission via Grants.gov can take up to two business days. Therefore, we strongly recommend that you not wait until the application deadline to begin the submission process through Grants.gov. ECA will not notify you upon receipt of electronic applications.

It is the responsibility of all applicants submitting proposals via the Grants.gov web portal to ensure that proposals have been received by Grants.gov in their

**entirety, and ECA bears no responsibility for data errors
resulting from transmission or conversion processes.**

IV.3g. Intergovernmental Review of Applications: Executive
Order 12372 does not apply to this program.

V. Application Review Information:

V.1. REVIEW PROCESS:

The Bureau will review all proposals for technical
eligibility. Proposals will be deemed ineligible if they
do not fully adhere to the guidelines stated herein and in
the Solicitation Package. All eligible proposals will be
reviewed by the program office, as well as the Public
Diplomacy section overseas and State Department regional
bureaus, where appropriate. Eligible proposals will be
subject to compliance with Federal and Bureau regulations
and guidelines and forwarded to Bureau grant panels for
advisory review. Proposals may also be reviewed by the
Office of the Legal Adviser or by other Department
elements. Final funding decisions are at the discretion of
the Department of State's Assistant Secretary for
Educational and Cultural Affairs. Final technical

authority for assistance awards (Cooperative Agreements)
resides with the Bureau's Grants Officer.

REVIEW CRITERIA:

Technically eligible applications will be competitively
reviewed according to the criteria stated below. These
criteria are not rank ordered and all carry equal weight in
the proposal evaluation:

1) Quality of the Program Idea: Proposals should exhibit
   originality, substance, precision, and relevance to
   the Bureau's mission and the purposes outlined in this
   solicitation. Proposals should demonstrate how
   students would be monitored, and also how they will be
   supported as alumni. If applying for Component A,
   proposals should show how students would be recruited
   and selected.

2) Program Planning and Ability to Meet Program
   Objectives: Detailed agenda and relevant work plan
   should demonstrate substantive undertakings and
   logistical capacity. Agenda and plan should adhere to
   the program overview and guidelines described above.
   The substance of the instruction and the exchange
   activities should be described in detail and included

as an attachment. The responsibilities of partner

organizations will be clearly delineated. Objectives

should be reasonable, feasible, and flexible.

Proposals should clearly demonstrate how the

institution will meet the program's objectives and

plan.

3) Support of Diversity: Proposals should demonstrate

substantive support of the Bureau's policy on

diversity in both program administration (selection of

participants, program venue, and program evaluation)

and program content (orientation and wrap-up sessions,

program meetings, resource materials, and follow-up

activities). Proposals should articulate a diversity

plan, not just a statement of compliance.

4) Follow-on/Alumni activities: Proposals should provide

a plan for continued contact with returnees to ensure

that they are tracked over time, utilized and/or

organized as alumni, and provided opportunities to

reinforce the knowledge and skills they acquired on

the exchange and share them with others. Proposals

should provide a strategy for maximizing the

opportunities for alumni to further their study of the

language and culture of the host country, presenting

plans that are within the context of the grant (with

Bureau support) and after its completion (without the
Bureau's financial support). Please refer to the POGI
for additional guidance on alumni outreach and follow-
on engagement.

5) Institutional Capacity: Applicant organizations should
demonstrate knowledge of each country's educational
environment and the capacity for hosting this language
institute. Proposals should include detailed
information about the applicant organization's
capacity in the United States and about in-country
support for the program, including descriptions of
experienced personnel who will implement it.
Institutional resources should be adequate and
appropriate to achieve the project's goals. Proposals
should demonstrate an institutional record of
successful exchange programs. The Bureau will
consider the past performance of prior recipients and
the demonstrated potential of new applicants.

6) Program Evaluation: Proposals should include a plan
and methodology to evaluate the program's successes
and challenges, both as the activities unfold and at
the end of the program. The evaluation plan should
show a clear link between program objectives and
expected outcomes, and should include a description of

performance indicators and measurement tools.
Applicant organizations will indicate their
willingness to submit periodic progress reports in
accordance with the program office's expectations.
The final project evaluation should provide
qualitative and quantitative data about the project's
influence on the participants' long-term language-
learning goals. A draft survey questionnaire or other
technique plus description of a methodology to use to
link outcomes to original project objectives is
recommended.

7) Cost-effectiveness/Cost-Sharing: The overhead and
administrative components of the proposal, including
salaries and honoraria, should be kept as low as
possible. While per participant costs lower than the
stated average of $15,000 will be favorably viewed,
all figures should be realistic. Proposals should
maximize cost-sharing through institutional direct
funding contributions, as well as other private sector
support and institutional direct funding
contributions. Proposals should demonstrate a
quality, cost-effective program.

VI.) Award Administration Information:

VI.1a. Award Notices:

Final awards cannot be made until funds have been
appropriated by Congress, allocated and committed through
internal Bureau procedures. Successful applicants will
receive a Federal Assistance Award (FAA) from the Bureau's
Grants Office. The FAA and the original proposal with
subsequent modifications (if applicable) shall be the only
binding authorizing document between the recipient and the
U.S. Government. The FAA will be signed by an authorized
Grants Officer, and mailed to the recipient's responsible
officer identified in the application.

Unsuccessful applicants will receive notification of the
results of the application review from the ECA program
office coordinating this competition.

VI.1b The following additional requirements apply to this
    project: A critical component of current U.S. government
    Iran policy is the support for indigenous Iranian voices.
    The State Department has made the awarding of grants for
    this purpose a key component of its Iran policy. As a
    condition of licensing these activities, the Office of

Foreign Assets Control (OFAC) has requested the
Department of State to follow certain procedures to
effectuate the goals of Sections 481(b), 531(a), 571,
582, and 635(b) of the Foreign Assistance Act of 1961 (as
amended); 18 U.S.C. §§ 2339A and 2339B; Executive Order
13224; and Homeland Security Presidential Directive 6.
These licensing conditions mandate that the Department
conduct a vetting of potential Iran grantees and sub-
grantees for counter-terrorism purposes. To conduct this
vetting the Department will collect information from
grantees and sub-grantees regarding the identity and
background of their key employees and Boards of
Directors.

Note: To assure that planning for the inclusion of Iran
complies with requirements, please direct any questions
to Heidi Manley at (202)632-3240 or ManleyHL@state.gov.

VI.2 Administrative and National Policy Requirements:
Terms and Conditions for the Administration of ECA
agreements include the following:

Office of Management and Budget Circular A 122, "Cost
Principles for Nonprofit Organizations."

Office of Management and Budget Circular A-21, "Cost Principles for Educational Institutions."

OMB Circular A-87, "Cost Principles for State, Local and Indian Governments".

OMB Circular No. A 110 (Revised), Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and other Nonprofit Organizations.

OMB Circular No. A-102, Uniform Administrative Requirements for Grants-in-Aid to State and Local Governments.

OMB Circular No. A-133, Audits of States, Local Government, and Non-profit Organizations

Please reference the following websites for additional information:

http://www.whitehouse.gov/omb/grants

http://fa.statebuy.state.gov

VI.3. Reporting Requirements:

You must provide ECA with an electronic copy of the

following required reports:

Mandatory:

1.)   Additional performance reports shall not be

required more frequently than quarterly or, less

frequently than annually. Annual reports shall be

due 90 calendar days after the grant year; quarterly

or semi-annual reports shall be due 30 days after

the reporting period. (Frequency of these reports

will be determined by the Grants Officer and Program

Officer). The performance reports (PPR) must be

submitted electronically to the Grants Office at

reportseca@state.gov with a copy sent to the Program

Officer. The Federal Financial Report (FFR SF-

425/SF-425a) must be submitted through the Payment

Management System (PMS). The electronic version of

the FFR can be accessed at: http://www.dpm.psc.gov.

Failure to comply with these reporting requirements

may jeopardize the Recipient's eligibility for

future Agreements.

2.) A SF-PPR, "Performance Progress Report" Cover Sheet must be submitted with all program performance reports.

3.) A final program and financial report no more than 90 days after the expiration or termination of the award;

4.) A concise, one-page final program report summarizing program outcomes no more than 90 days after the expiration of the award. This one-page report will be transmitted to OMB, and be made available to the public via OMB's USAspending.gov website - as part of ECA's Federal Funding Accountability and Transparency Act (FFATA) reporting requirements.

5.) Quarterly program and financial reports. The due dates and contents for these reports will be included in the final assistance award document. The program and financial reports must demonstrate substantial progress by addressing progress towards the original approved goals and objectives, relative activities and events, and supporting fiscal data. The reports will be reviewed by both the assigned Grant Officer and Program Officer.

6.) The program office reserves the right to request additional progress reports for internal use or publication as needed.

Award recipients will be required to provide reports analyzing their evaluation findings to the Bureau in their regular program reports. (Please refer to IV. Application and Submission Instructions (IV.3.d.3) above for Program Monitoring and Evaluation information.

All data collected, including survey responses and contact information, must be maintained for a minimum of three years and provided to the Bureau upon request.

All reports must be sent to the ECA Grants Office and ECA Program Officer listed in the final assistance award document.

VI.4. Optional Program Data Requirements:
Award recipients will be required to maintain specific data on program participants and activities in an electronically accessible database format that can be shared with the Bureau as required. As a minimum, the data must include the following:

1) Name, address, contact information and biographic sketch of all persons who travel internationally on funds provided by the agreement or who benefit from the award funding but do not travel.

2) Itineraries of international and domestic travel, providing dates of travel and cities in which any exchange experiences take place. Final schedules for in-country and U.S. activities must be received by the ECA Program Officer at least three work days prior to the official opening of the activity.

VII. Agency Contacts:

For questions about this announcement, contact: Heidi Manley, Office of Academic Exchange Programs, Bureau of Educational and Cultural Affairs, ECA/A/E-13-01-OY-B, U.S. Department of State, SA-5, 2200 C Street, NW, Room 4-EO6, Washington, D.C. 20522-0504, Telephone (202) 632-3240, Fax (202) 632-6490, E-mail: ManleyHL@state.gov.

All correspondence with the Bureau concerning this RFGP should reference the above title and number ECA/A/E-13-01-OY-B.

Please read the complete Federal Register announcement before sending inquiries or submitting proposals. Once the RFGP deadline has passed, Bureau staff may not discuss this competition with applicants until the proposal review process has been completed.

VIII. Other Information:

Notice:

The terms and conditions published in this RFGP are binding
and may not be modified by any Bureau representative.
Explanatory information provided by the Bureau that
contradicts published language will not be binding.
Issuance of the RFGP does not constitute an award
commitment on the part of the Government. The Bureau
reserves the right to reduce, revise, or increase proposal
budgets in accordance with the needs of the program and the
availability of funds. Awards made will be subject to
periodic reporting and evaluation requirements per section
VI.3 above.

_____   _____

J. Adam Ereli   Date

Principal Deputy Assistant Secretary

Bureau of Educational and Cultural Affairs

U.S. Department of State